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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: (1) guiding the learner through a textual passage with an associate passage; (2) use of direct-functional study skill technique in seventh grade social studies classes; (3) three types of advance organizers used in middle school social studies classes; (4) strategies affecting good/poor high school readers' comprehension of prose; (5) secondary school teachers' use of content reading strategies; (6) the effects of mass media and tie-in novels on adolescent reading interests; (7) the functional role of the principal in secondary school content area reading programs; (8) effects of varying levels of prequestions and postquestions on reading comprehension; (9) the relationship of incorrect responses on cloze tests to reading ability; (10) how organizational aids affect concept acquisition and retention of meaningful verbal materials; (11) student motivation strategies as perceived by teachers and administrators; (12) student self diagnosis of reading problems using miscue techniques; (13) student ability to use syntactic and semantic redundancy as psycholinguistic reading strategies; (14) effects of reducing readability levels of biology texts; (15) the effects of a direct method of teaching reading skills; and (16) the effects of a directed team study approach to personal reading on students' reading attitudes. (RL)

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Abstracts of the following dissertations are included in this collection:

Alvarez, Marino C.
THE EFFECT OF USING AN ASSOCIATE PASSAGE WITH GUIDED INSTRUCTION TO EVOKE THEMATIC CONCEPTUAL LINKAGE

Colwell, Clyde Gene
AN INVESTIGATION OF A DIRECT-FUNCTIONAL STUDY SKILL TECHNIQUE ON SEVENTH-GRADE SOCIAL STUDIES CLASSES

Croyle, Larry John
AN EXAMINATION OF THREE TYPES OF EXPOSITORY ORGANIZERS IN THE AREA OF SOCIAL STUDIES AT THE MIDDLE SCHOOL LEVEL

Doyle, Mary Jean
COMPREHENSION OF PROSE: STRATEGIES AFFECTING GOOD AND POOR HIGH SCHOOL READERS

Hart, Elizabeth Johnson
THE EFFECT OF A KNOWLEDGE OF SELECTED READING SKILLS ON THE ACQUISITION AND RETENTION OF THESE SKILLS IN WRITTEN COMPOSITION

Kelley, Roberta Jane
IMPLEMENTARION OF CONTENT READING STRATEGIES: SURVEY OF SECONDARY SCHOOL TEACHERS

Mason, Warren Edward, Jr.
THE EFFECTS OF THE SYNERGISTIC RELATIONSHIP OF THE MASS MEDIA AND TIE-IN NOVELS UPON ADOLESCENT READING INTERESTS

Moore, Carol Ann
THE FUNCTIONAL ROLE OF THE PRINCIPAL IN THE SECONDARY SCHOOL CONTENT-AREA READING PROGRAM

Moorman, Gary Brooks
COGNITIVE ORGANIZERS AND CONTENT STRUCTURE AS VARIABLES IN LEARNING FROM PROSE

Pacheco, Phyllis
AN ANALYSIS OF INCORRECT RESPONSES ON CLOZE TESTS AND THEIR RELATIONSHIP TO READING ABILITY

Roach, Thomas Martin
THE EFFECTS OF A DIRECTED TEAM STUDY APPROACH TO PERSONAL READING ON THE ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD READING

Rosso, Laura Shirley
DIFFERENTIAL EFFECTS OF ORGANIZATIONAL AIDS UPON CONCEPT ACQUISITION AND RETENTION OF MEANINGFUL VERBAL MATERIALS

Thein, Marguerite Nyun
MOTIVATION STRATEGIES: THE PERCEPTION OF ADMINISTRATORS AND TEACHERS AS TO THE EFFECTIVENESS OF SELECTED INSTRUCTIONAL STRATEGIES FOR MOTIVATION OF STUDENTS TO READ

Weed, Floy Baughman
AN ANALYSIS OF STUDENT SELF DIAGNOSIS OF READING PROBLEMS USING MISCUE TECHNIQUES

Wielan, Otto Paul
AN INVESTIGATION INTO THE ABILITY OF GOOD, AVERAGE, AND POOR COMPREHENDERS AT THE EIGHTH-, TENTH-, AND TWELFTH-GRADE LEVELS TO UTILIZE SYNTACTIC AND SEMANTIC REDUNDANCY AS PSYCHO-LINGUISTIC READING STRATEGIES

Wright, Jill Diane
THE EFFECT OF REDUCED READABILITY TEXT MATERIALS ON COMPREHENSION AND BIOLOGY ACHIEVEMENT

THE EFFECT OF USING AN ASSOCIATE PASSAGE WITH GUIDED INSTRUCTION TO EVOKE THEMATIC CONCEPTUAL LINKAGE

Order No. 8019163

ALVAREZ, MARINO C., ED.D. *West Virginia University*, 1980. 102pp.

This exploratory research experiment investigated the effects of guiding the learner through a textual passage by employing an associate passage, a guided instruction exercise, and a combination of these two procedures in order to evoke thematic conceptual linkages during a unit of study. It was the intent of this study to determine whether any of the thematic conceptual linkage treatments had a differential effect on unaided student conceptual responses when compared to non-thematic conceptual linkage treatments. These differences were measured by comparing the mean number of literal and inferential conceptually related responses generated during an individual interview session which immediately followed the treatment session.

This investigation involved fifty ninth grade students with average reading ability attending an urban and a rural junior high school. Subjects were stratified according to stanine scores and randomly assigned to five experimental groups (associate passage plus guided instruction, associate passage, guided instruction, textual passage, and control). All treatment sessions were conducted under the direction of examiners whose inter-rater reliability was $\bar{r} = .93$. The examiners were assigned to three different experimental groups in a predetermined random order to control for examiner effect.

A mixed 5 X 2 analysis of variance was employed to determine the main effect of treatment and the interaction effect of treatment by level of free response. Separate one-way analyses of variance were employed to determine the effect of the treatment variable upon the literal response level and the inferred response level. The Duncan's new multiple range test was employed as a follow-up procedure to the analysis of variance. In addition to the inferential statistical analyses, the interview questions were analyzed descriptively.

The results of this investigation revealed that these thematic conceptual linkage treatments facilitated the number and level of the subjects' conceptual responses. Significant differences were obtained among the treatment groups on the number of responses across the five treatment groups. Follow-up analyses revealed that the use of an associate passage in conjunction with guided instruction facilitates comprehension of a given thematic concept to a significantly greater extent than using guided instruction with the textual passage or reading the textual passage alone. When the associate passage is used alone, it seems to facilitate significantly more inferential responses than the control condition. These findings suggest that the methodology of providing students with a textual reading without an introductory theme related associate passage combined with guided instruction does not facilitate inferential conceptual understanding.

This study further indicates that the extent to which a textual passage is comprehended is not exclusively dependent upon the reader or the text itself. Instead, the study suggests that certain aspects of reading comprehension may be positively influenced by such factors as the type of pre-organizer and guided instruction given prior to a textual reading. This investigation gives supportive evidence to the contention that an associate passage in conjunction with a guided instruction exercise simultaneously facilitates or alters the interaction between the learner and the textual passage to evoke thematic conceptual linkage.

AN INVESTIGATION OF A DIRECT-FUNCTIONAL STUDY SKILL TECHNIQUE ON SEVENTH-GRADE SOCIAL STUDIES CLASSES

Order No. 8019166

COLWELL, CLYDE GENE, ED.D. *West Virginia University*, 1980. 174pp.

Purpose/Problem. The purpose of this study was to determine the effectiveness of a direct-functional study-skills strategy in relation to identifying paragraph patterns, developing interpretive comprehension, and improving content acquisition.

Method. This study involved 68 seventh-grade subjects in selected social studies classes in two different schools in a county in West Virginia. The N of 68 was split into two treatment groups of 34 each. Treatment A represented a Directed Reading Activity approach to social studies while Treatment B consisted of the experimental Direct-Functional method. Each treatment group had subjects at the high-achievement level, average-achievement level, and low-achievement level.

The first research question was analyzed via two (Treatments A and B) x three (low-, average-, and high-achievement) factorial analysis of variance. Posttest results related to the three dependent measures (Patterns or Organization Posttest; Social Studies Unit Posttest; Interpretive Comprehension on the Stanford Diagnostic Reading Test) and were each separately analyzed.

Research questions two through four analyzed the same dependent measures however the design changed. High-Achievement Treatment A was compared to High-Achievement Treatment B, Average Treatment A to Average Treatment B, and Low Treatment A to Low Treatment B. In the analyses involving treatment comparisons within a given achievement level, it was conceptualized as a nested design.

Research question five utilized Pearson Product Moment Correlations to examine the magnitude of the relationship among the dependent variables (Patterns of Organization Posttest; Social Studies Unit Posttest; Interpretive Comprehension Posttest).

Results. R. Q. 1 - All difference (Patterns of Organization Posttest; Social Studies Unit Posttest; Interpretive Comprehension) favored ($P < .05$) the experimental (Treatment B) subjects although there were no significant interactions of treatment x achievement.

R. Q. 2 - Within the high-achievement level subjects (Treatment A versus Treatment B) there were significant ($P < .05$) differences on only one dependent measure (Patterns of Organization Posttest).

R. Q. 3 - The average-achievement level subjects (Treatment A versus Treatment B) achieved significant differences ($P < .05$) on all three dependent measures. In all cases, the nature of the differences was that the experimental (Treatment B) subjects were consistently higher.

R. Q. 4 - With Treatment A versus Treatment B within the low-achievement level population there were no significant ($P < .05$) differences on any of the dependent variables.

R. Q. 5 - There is a strong positive correlation between the dependent variables in this study. The magnitude of this relationship remains significant regardless of the treatment condition.

Discussion. It appears that the direct-functional approach advocated in this study could have beneficial effects if utilized in other seventh-grade social studies classrooms. This type of technique, used at approximately the seventh-grade level, could help to ease the transition from basal reading series to more expository content material. From this study, it appears that those benefiting the most are the average-achievement level subjects. With the high-achievement level, it could be argued that they would succeed equally well without the treatment. For the low-achievement population, any text-dependent study skills technique may be hindered because of the complexity of the book. Perhaps this study helps to underscore the need for multi-level texts within a content classroom.

AN EXAMINATION OF THREE TYPES OF EXPOSITORY ORGANIZERS IN THE AREA OF SOCIAL STUDIES AT THE MIDDLE SCHOOL LEVEL

Order No. 8028091

CROYLE, LARRY JOHN, PH.D. *University of Pittsburgh*, 1980. 138pp.

The purpose of this study was to determine if three different types of expository advance organizers would facilitate the verbal learning of seventh grade social studies material. In addition, this investigation attempted to discover the facilitative effect of expository advance organizers over time, and the role of reading ability level in the advance organizer facilitation process. The premise upon which this research was based was the Subsumption Theory of Meaningful Verbal Learning developed by David Ausubel.

The subject group consisted of 80 seventh grade students in a suburban school district located in Allegheny County, Pennsylvania. The students attend a middle school program which includes grades six through eight.

The study was conducted in four sections of seventh grade social studies classes in which there were ten high reading ability and ten low reading ability students. The investigation involved four separate units within the seventh grade social studies curriculum. Each section received the same treatment on all four units, immediately followed by a post-test. Students in section 1 received the following sequence of materials on each unit: an abstract expository advance organizer reading passage, learning passage, and twenty-five item post-test. Students in section 2 received the following sequence of materials on each unit: a detailed expository advance organizer reading passage, learning passage, and twenty-five item post-test. Students in section 3 received the following sequence of materials on each unit: a simulation game/activity expository advance organizer, learning passage, and twenty-five item post-test. Students in section 4, the control group, received the following sequence of materials on each unit: learning passage and twenty-five item post-test.

The results of the study indicate that each of the advance organizer treatment groups outperformed the control group. While the difference in performance was not statistically significant, the findings indicate a positive trend towards facilitation of verbal learning in favor of the advance organizer treatments. On unit 1 of this investigation, a positive facilitative effect regarding the use of advance organizers was disclosed. On unit 2 of the study, there was a definite trend towards a facilitative effect for the use of expository advance organizers. On units 3 and 4 of the study, however, there was no positive facilitative effect demonstrated regarding the use of

advance organizers. An additional finding of this investigation was that there was no specific type of advance organizer which facilitated learning to a greater degree than any of the others. Of the three different types of advance organizer treatments, the detailed advance organizer group outperformed both the abstract and simulation advance organizer groups. The difference in performance was not statistically significant. Students of high reading ability consistently outperformed students of low reading ability, regardless of the treatment condition. Students of low reading ability who received an expository advance organizer treatment outperformed low reading ability students in the control group. The specific type of advance organizer which was the most effective for low reading ability students was the abstract advance organizer. There was no statistically significant difference in favor of the abstract advance organizer, however.

The students who received the advance organizer treatments were overwhelmingly supportive of the materials/activities which they received. Students of low reading ability indicated that the advance organizer materials/activities were more helpful than the students of high reading ability. Of the three advance organizer treatment groups, students in the simulation advance organizer group indicated that the materials/activities were the most helpful to them.

It appears that Ausubel's advance organizer theory may have value in the facilitation of verbal learning in the area of social studies for middle school students. Youngsters of low reading ability can benefit from the specially prepared advance organizer materials, and through participation in the simulation activities, have an alternative way of learning the social studies material.

COMPREHENSION OF PROSE: STRATEGIES AFFECTING GOOD AND POOR HIGH SCHOOL READERS Order No. 8021894

DOYLE, MARY JEAN, ED.D. *North Texas State University*, 1980. 102pp.

The problem of this study was to investigate how good and poor comprehenders utilize passage structure and task instructions to acquire information from a prose passage. To give a more detailed picture of what type of information processing occurred during reading, both verbatim and paraphrase items were used to assess comprehension.

Students in the eleventh grade were given the *Stanford Diagnostic Reading Test*, Brown Level, Test 2. On the basis of the results of this test, two groups were formed, using the grade equivalent scores between 8.5 and 11.5 to designate good readers and scores between 3.5 and 7.5 to designate poor readers. One hundred and twenty students (60 good and 60 poor) participated in the final experiment. The subjects in each of the two groups were randomly assigned to one of six treatment conditions.

The study employed two versions of a passage and three versions of instructions. The first form of the passage, called the "Mixed Passage," was taken directly from a published description of chimpanzee behavior. The second form, called the "Structured Passage," was the same text rewritten with an emphasis on ideational organization. Two sets of task instructions directed the reader to pay particular attention to either attributes of the chimpanzees or to relationships among chimpanzees. Students in the control conditions were simply told to read the passage.

A multiple-choice test consisting of both verbatim and paraphrase items was used to assess comprehension. The data for each of three treatments in the experiment were analyzed by a two-way analysis of variance.

The first treatment examined the effects of passage organization on the ability of good and poor readers to acquire information from a prose passage. The good readers were not affected by passage structure, but the poor readers receiving the "Structured Passage" scored significantly higher than those receiving the "Mixed Passage."

The second treatment examined the differences in the ability of good and poor readers to answer verbatim and paraphrase items used to measure comprehension. Although performance by the good readers was substantially better than that of the poor readers on both the verbatim and paraphrase questions, scores on paraphrase questions were lower than scores on verbatim items for both groups.

The final treatment examined the effect of written task instructions on the ability of good and poor readers to comprehend text. The findings indicated that neither the good nor the poor readers received significantly different scores according to the task instructions that they received.

There were two strong but nonsignificant patterns in the data for task instructions. Poor readers were sensitive to both attribute and relation instructions. Good readers, however, were not affected by attribute instructions, but were sensitive to relation instructions. The results for good readers tentatively suggest that they encode attributes as a natural part of reading, but only encode relationships when they are specifically instructed to do so.

THE EFFECT OF A KNOWLEDGE OF SELECTED READING SKILLS ON THE ACQUISITION AND RETENTION OF THESE SKILLS IN WRITTEN COMPOSITION Order No. 8020296

HART, ELIZABETH JOHNSON, PH.D. *University of South Carolina*, 1980. 460pp. Major Adviser: Dr. Elizabeth F. Haynes

Purpose. The purpose of this experimental study was twofold: (1) to find out if students who are taught through a direct method of selected reading skills improve in vocabulary, reading comprehension, and writing more than students who do not have any practice in reading skills, and (2) to determine whether their reading and writing skills show similar improvement. Specifically, this study was designed to find answers to the following questions: (1) Do students who have practice in selected reading skills improve more in reading and writing than students who do not have any practice in reading skills? (2) Does a direct method of teaching selected reading skills show similar results for students with different mental abilities and at different reading levels? (3) Do both males and females who have practice in selected reading skills improve more than males and females who do not have any practice?

Population. The 177 subjects included in this study were tenth grade students with average to above average ability from one school district in a metropolitan area of South Carolina. Of this total, 105 students were in the experimental group and 72 were in the control group. Seventy-one were females and 106 were males. The subjects had a mean age of 15.75 years. Their mean IQ was 91.983.

Design and Method of the Study. This study was designed to measure reading comprehension, vocabulary, and writing skills of the students in the study before and after ten weeks of treatment. The effectiveness of the study was evaluated through the use of pre-and post-test scores from *The Nelson-Denny Reading Tests, Forms C and D*, a *Vocabulary Test of Language Skills*, and a writing test designed by the investigator. Each student in the experimental group studied selected readings, selected vocabulary from the readings, selected reading and writing skills, and wrote one composition each week for a total of ten weeks. The compositions were evaluated by raters. The *Otis-Lennon Mental Ability Test, Form J, Advanced Level* was used to measure the mental ability of the students.

Statistical Techniques. The statistical techniques used for analysis of data consisted of analysis of variance and t-tests. All of the statistical data were calculated through computer programs. Analysis of variance and t-tests were made on each of the pre and post test scores to analyze the means between various groups and to test the hypotheses. The written compositions were evaluated each week to determine the students' comprehension of selected reading skills and the students' ability to use these skills in the organization and development of their writing.

Findings. The investigator found the following: (1) Students who had practice in selected reading skills showed significantly more improvement in reading and writing when compared with students who did not have any practive in selected reading skills. (2) The direct method of teaching selected reading skills showed similar results for students with different mental abilities and at different reading levels, except for reading skills. For reading, the "high level readers" made a mean gain of 4.8846, and the "low level readers" made a mean gain of 7.7089. (3) Both males and females who had practice in selected reading skills showed significantly more improvement in vocabulary, reading comprehension, language skills, and written composition than did males and females who did not have practice in selected reading skills.

Conclusion. As a result of the findings from the analysis of data for this study, it was concluded that the direct method of teaching selected reading skills was an effective method for helping students improve their reading comprehension, vocabulary, and writing skills.

IMPLEMENTATION OF CONTENT READING STRATEGIES: SURVEY OF SECONDARY SCHOOL TEACHERS

Order No. 8019310

KELLEY, ROBERTA JANE, PH.D. *Arizona State University*, 1980. 167pp.

The literature was reviewed concerning the implementation of content reading instruction into secondary education. A questionnaire was devised to determine which evaluative procedures and instructional strategies are being used by those teachers who completed the two state mandated courses in reading instruction, one a theory course and one a practicum. The initial population totalled 1,369 individuals who completed RDG 467 READING IN THE CONTENT AREAS: SECONDARY and RDG 480 PRACTICUM: SECONDARY READING for graduation and/or certification requirements at Arizona State University between September 1976 and August 1978. The total return was 888 respondents or 65% of the 1,369 individuals contacted. The results indicated that the instructional strategies and evaluative procedures from RDG 467 and RDG 480 are used in varying degrees by content area teachers.

THE EFFECTS OF THE SYNERGISTIC RELATIONSHIP OF THE MASS MEDIA AND TIE-IN NOVELS UPON ADOLESCENT READING INTERESTS

Order No. 8024133

MASON, WARREN EDWARD, JR., ED.D. *Boston University School of Education*, 1980. 325pp. Major Professor: Thomas G. Devine

Purpose. The purpose of this study was to examine the effects that synergism between the mass media and tie-in novels has had upon the reading interests of young adults.

Procedures. One hundred students at the end of their eighth grade year and the beginning of their ninth grade year were used for the study. They were a diversified group of white students comprising all intelligence levels and can be construed to be representative of students from similar suburban areas.

At the end of their eighth grade year, the students were administered a written questionnaire to determine viewing and reading habits and the various covert and overt influences that effected their reading choices.

At the beginning of their ninth grade year, two small groups of students, consisting of those who appeared to read the most and those who appeared to read the least, were personally interviewed to determine various influences on their reading interests.

Area booksellers responded to a written questionnaire to determine patterns of and influences on adolescent book selections.

The booksellers having the most student contact were personally interviewed to expound upon their written questionnaires.

The data were analyzed to discover: (1) voluntary TV and movie choices; (2) correlation between TV shows, movies, and books; (3) awareness of variables that effect book purchases and reading; (4) peer, parental, and teacher influences on voluntary reading; (5) correlations between likes, dislikes, and attitudes and voluntary reading selections; (6) effects that mass media and their synergistic campaigns have had on adolescent reading; (7) reading choices of those who read much and those who read little; (8) trends in book purchases; (9) factors influential on books purchased; (10) movies and television programs that provided motivation to seek out related books and--specifically--tie-in novels.

Results and Conclusions. The data indicated that: (1) "Friends" and "TV Advertising" had the biggest influence on TV and movie viewing. (2) The majority read TV and movie tie-ins which correlated to a similar degree with what they viewed. (3) Most students were "browsing" when they purchased books, and while both boys and girls reported a primary interest in "title" and "subject matter," nearly all reported preferring the covers of paperbooks to hardcovers. (4) There was little student concern for parental, family, and teacher opinions of TV, movie, or book choices. Most students lent books to friends, and most students got books for voluntary reading from "friends." (5) The data clearly indicate that paperbacks are the obvious favorites of the students. Also, few of these students frequented their public library. (6) "Covers relating to movies and TV" and "TV/Radio/Movie Advertising" were extremely strong influences on the books students voluntarily read. (7) The great majority in both groups of selected readers read books about favorite types of TV shows and movies; also, the majority read direct TV and movie tie-ins. When given three choices of influences on reading, they reported "Movies & TV" as their second choice, after "Friends." (8) Booksellers reported almost all books bought by adolescents were paperbacks, and that 40% were media tie-ins. They also stated that when a book became a TV show or movie, sales "dramatically" increased. (9) Booksellers thought that TV and movies greatly influence adolescent reading choices, and that this influence was translated into media tie-in sales. Booksellers also thought that advertising and promotion for TV shows and movies motivated student media tie-in purchases. (10) The data revealed a definite relationship between TV and movies viewed and books (both direct media tie-ins and books related to viewing) read, indicating that TV, movies, and the promotion for them functioned as a motivator for voluntary adolescent reading.

THE FUNCTIONAL ROLE OF THE PRINCIPAL IN THE SECONDARY SCHOOL CONTENT-AREA READING PROGRAM

Order No. 8023892

MOORE, CAROL ANN, ED.D. *University of Northern Colorado*, 1980. 469pp.

Purpose of the Study. The purpose of the study was to define the functional role of the secondary school principal in the content-area reading program. English, mathematics, science, and social studies teachers at different stages of concern about involvement in content-area reading assessed the most significant critical incidents, i.e. behaviors, the principal does and should manifest in his role.

Procedures. Critical incidents were identified and categorized into reading program components. Three secondary school principals from the Jefferson County (Colorado) School District applied the Q-sort procedure to select the most significant critical incidents manifested by a principal. *Assessment of Critical Incidents for Stages of Concern* (ACISC), the assessment instrument, was constructed. Part I gathered demographic data. Part II educed stages of concern of teachers for the innovation of reading in the content areas through the thirty-five-item SoC Questionnaire.[1] Part III, a modified Likert scale, contained the most significant critical incidents the principal *does* and *should* manifest for reading in the content areas. Seventy-six Jefferson County teachers, whose two principals cooperated in the study, completed ACISC; sixty-three instruments were used in the data gathering.

Findings and Conclusions. Research questions resulted in these findings: (1) Fifty-one of eighty-eight critical incidents to which the Q-sort procedure was applied and which received mean scores of 3.0 or more became the most significant critical incidents manifested by the principal in the secondary school content-area reading program. (2) Teachers indicated that their concern for the innovation of reading in the content areas ranged on a continuum from Stage of Concern 0, Awareness, to Stage of Concern 6, Refocusing. (3) Across stages of Concern, teachers indicated that principals *do* and *should* manifest certain top most significant critical incidents in the content-area reading program.

Based upon the findings, the following conclusions were drawn: (1) Principals perceive that they manifest eleven most significant critical incidents in Management, fifteen in Staff Development, seven in Student Development, three in Parent and Community Development, three in Facilities Development, eight in Materials/Equipment Development, three in Evaluation, and one in Dissemination. (2) Eight teachers appear at Stage of Concern 0, twelve teachers at Stage of Concern 1, twenty teachers at Stage of Concern 2, five teachers at Stage of Concern 3, sixteen teachers at Stage of Concern 4, one teacher at Stage of Concern 5, and one teacher at Stage of Concern 6. (3) Teachers indicate they want less principal emphasis in Parent and Community Development functions, continued principal emphasis in Management and in Materials/Development and Acquisition functions, and more principal emphasis in Staff Development functions. (4) Principals do promote the need for community acceptance and awareness. (5) Principals do attempt to alleviate related problems, project needs, and protect the rights of inquiry of students and teachers. (6) Principals should articulate the areas needing change, function as catalysts, emphasize priorities through the allocation of funds, and protect the rights of inquiry of the students and faculty. (7) Principals do provide for the maximum availability of all materials and equipment and utilize all available resources. (8) Principals should provide materials that are adequate in number and provide for the maximum availability of all materials and equipment. (9) Principals should encourage teachers to seek assistance with instruction, work individually with teachers to improve instruction, and observe teachers in the classroom at the appropriate time. (10) Principals do involve teachers in the ordering of materials and equipment. (11) Principals should hire qualified professionals.

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[1]Procedures for Adapting Educational Innovations Project/CBAM, The Research and Development Center for Teacher Education, the University of Texas at Austin.

COGNITIVE ORGANIZERS AND CONTENT STRUCTURE AS VARIABLES IN LEARNING FROM PROSE

Order No. 8023390

MOORMAN, GARY BROOKS, PH.D. *Arizona State University*, 1980. 134pp.

The purpose of this study was to examine the effects of varied levels of prequestions and postquestions on reading comprehension. The design used was a 2 x 2 factorial with a separate control group. The two independent variables were prequestions and postquestions, the levels of the variables were top-level questions and low-level questions. Top-level questions were written to suggest the content structure of the experimental passage. It was hypothesized that top-level questions would serve as cognitive organizers. Low-level questions asked for specific content details. A formal system of prose analysis was used to analyze the semantic organization of the passage and to operationalize terms.

One hundred forty-four undergraduate students at Arizona State University participated in the study. They read and answered various combinations of questions both before and after reading the passage itself. The control group received instructions to read carefully before and historically relevant questions after reading the passage itself. The experimental passage concerned early railroad development in the United States. It had an 11th- to 12th-grade readability level and an adversative top-level structure.

One week after the subjects had read the passage and answered the treatment questions, a 16-item multiple-choice criterion test was administered. Subjects had not been informed the previous week that the test would be administered. Eight criterion questions were drawn from high in the content structure and eight from low in the content structure. Four criterion questions from low in the content structure were identical to the low-level treatment questions. Four dependent variables were analyzed:

(1) The aggregate 16 questions; (2) The eight questions from high in the content structure; (3) The eight questions from low in the content structure; (4) The four repeated questions. Reading comprehension was defined in terms of performance on these tests.

Results from the study indicated that there were no differences in the effects of top-level and low-level prequestions or postquestions on general comprehension of either high or low content information. The various treatment conditions were generally no more or less facilitating than instructions to read carefully. However, on retention of information that was directly questioned in the treatment, low-level questions were facilitative, and low-level prequestions were the most facilitative factor in group comparisons.

AN ANALYSIS OF INCORRECT RESPONSES ON CLOZE TESTS AND THEIR RELATIONSHIP TO READING ABILITY

Order No. 8012204

PACHECO, PHYLLIS, ED.D. *Hofstra University*, 1980. 284pp.

Purposes of this study were to: (1) investigate whether there was a significant difference in the number of correct responses on cloze passages from three subject areas--English, health, and social studies--made by ninth-grade students of three levels of reading ability; (2) investigate whether there was a significant difference in the types of incorrect responses on cloze passages from the three subject areas made by ninth-grade students of three levels of reading ability; (3) investigate the relationship of reading ability of ninth-grade students to their performance on cloze passages from the three subject areas; and (4) describe and analyze the types of incorrect responses on cloze passages from the three subject areas made by ninth-grade students of three levels of reading ability.

Subjects were 410 ninth-grade students from a high school in a middle-class and poor community. About 33 percent of the high school population was black and Hispanic.

The *Gates-MacGinitie Reading Test* was used to measure reading ability. Three passages were selected, one each from material used in the English, health, and social studies curricula. Each passage had a readability score within the fifth-sixth-grade level as measured by the Dale-Chall Readability Formula. Cloze tests were constructed over passages by deleting every fifth word for a total of 150 deletions and administered to subjects.

A classification and analysis system was developed to describe all incorrect responses which were categorized according to six types.

Subjects were divided into three groups of reading ability. Percentile scores on reading tests were converted to normal curve equivalent scores for use as interval data where reading ability by individual subject was a variable.

Means and standard deviations were computed for all variables by reading group and total group. Pearson Product-Moment Coefficient of Correlation was calculated for all variables in the investigation.

Analyses of variance were calculated to determine whether observed differences among means were statistically significant, and the Scheffé multiple comparisons test used to determine where significant differences among means existed.

Multiple stepwise regression analyses were performed to determine amount of variance accounted for in reading ability by number of correct and types of incorrect responses on cloze passages. *A posteriori* factor analyses were computed. Factor loadings of .25, or greater, were considered significant.

Significant differences (.05) were found in the means for number of correct responses; among the three means for number of correct responses; in the means for five types of incorrect responses; and among most of the means for five types of incorrect responses on all cloze passages. There was a direct relationship between reading ability and production of correct responses. With one exception, rank order of the means for number of correct responses and five types of incorrect responses on cloze passages was in order of reading ability. Number of correct responses and six types of incorrect responses were predictors of reading ability. Six factors were extracted in one factor analysis and five in another. A high degree of factorial invariance existed.

Conclusions reached were: (1) type of incorrect response was an indication of skills subjects possessed or lacked in order to provide correct responses; (2) data derived from classification and analysis system may be used to develop instructional strategies to diagnose and improve cloze scores which may affect reading comprehension; (3) number of each type of incorrect response provided a measure of subjects' reading ability and readability of passages; and (4) system may be used in classrooms to rank students according to their ability to comprehend their textbooks.

THE EFFECTS OF A DIRECTED TEAM STUDY APPROACH TO PERSONAL READING ON THE ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD READING

Order No. 8024150

ROACH, THOMAS MARTIN, ED.D. *Boston University School of Education*, 1980. 173pp. Major Professor: Dr. Thomas G. Devine

Purpose. This study was undertaken for the purposes of developing a specific classroom approach that would influence students' leisure reading, and of evaluating this approach on the attitudes of students toward leisure reading.

Procedures and Design. Eighty-five tenth grade students from an urban "magnet school" participated in the study: two classes in the experimental group and two classes in the control group.

During September, both the experimental and the control groups were pre-tested with Maring's *Reading Inventory, Part A*, which evaluated preference for leisure reading, time spent in leisure reading, and breadth of interest in reading. Next, both groups were given outside reading assignments. The experimental group was instructed in the Directed Team Study approach to outside reading, a panel discussion book report format emphasizing free choice of reading material and peer interaction. This report climaxed in an oral presentation by several five-member panel discussion groups at the end of each marking term.

The control group employed the standard practice book report in which each individual wrote his own report on a book which was different from other choices of students in the group. The reports then were passed in to the control classroom teacher for grading and evaluation. In the control group, one set of book reports would be completed for each marking term in the same manner as the Directed Team Study group.

At the end of the five month program (three marking terms), each group, experimental and control, was administered the Maring *Reading Inventory* as a post-test. The pre- and post-test scores of the members of each group were compared by analysis of covariance.

Conclusions. The following conclusions were drawn: (1) In Preference for Leisure Reading on the *Reading Inventory* it was evident that the Directed Team Study approach to outside reading clearly increased the subjects' stated preference for reading over other leisure activities significantly more than that of the subjects in the control group. (2) Although students in the Directed Team Study expressed a substantial preference for leisure reading over other leisure pursuits, subjects did not actually spend a significant amount of time in leisure reading. This evidence substantiates the findings of other studies on leisure reading. (3) Reading attitudes can be affected by the classroom approach toward outside reading assignments and toward leisure reading in general. Standard practice book reports can have a negative effect on students' attitudes toward leisure reading. Freedom of choice, flexibility in methods of book reporting, and more peer-group in-put appear to have a more positive effect on students' reading attitudes and life-time reading habits. (4) There was no significant difference in the Breadth of Reading Interests for both the experimental and the control groups.

DIFFERENTIAL EFFECTS OF ORGANIZATIONAL AIDS UPON CONCEPT ACQUISITION AND RETENTION OF MEANINGFUL VERBAL MATERIALS

Order No. 8016798

ROSSO, LAURA SHIRLEY, ED.D. *University of the Pacific*, 1980. 217pp.

Purpose. The study was conducted to determine the effects of organizational aids upon concept acquisition and retention of meaningful verbal materials. Two organizational aids, 250 words in length, were developed as specified by Ausubel: one in prose form and one in question form, each containing a generalized synopsis of an accompanying 2,500-word learning passage. It was hypothesized that an organizer, placed either before or after the learning passage, would differentially benefit the four treatment groups when compared with control groups on the criterion test. In order to determine the relative function of other classroom variables contributing simultaneously to the learning process, factorial analysis of covariance was chosen as the statistical test for the experimental design (5 x 2 x 2). Variables under consideration were verbal I. Q. levels, reading comprehension levels, retention levels, and feedback or no feedback.

Procedures. Ten eleventh grade social studies classes in three Stockton high schools participated by reading the learning passage accompanied by one of the organizational aids or by reading the learning passage only (control groups). Materials prepared for the investigation were distributed in fixed order within each class, in similar appearing booklets.

Five classes took the 32-question, four-alternative, multiple-choice test three days later, and corrected their own tests when feedback was provided orally the following day. These classes again took the criterion test fourteen days after original learning. The other five classes received the criterion test only once, following a fourteen-day retention interval.

Covariate scores for data analysis were *Lorge Thorndike* verbal I. Q. scores obtained from existing school records, and *California Test of Basic Skills* reading comprehension scores, Form Q-4. Split-half reliability of the criterion test as determined on the pilot study with 48 students was .91. Pearson Product Moment Correlations of 157 criterion test scores with *Lorge Thorndike* verbal I. Q. scores was .61; with *CTBS* reading comprehension scores, .56. Multiple correlations of scores on the three measures for 157 students was .64 on the fourteen-day test. For 74 students, the R was .70 on the three-day test; for 83 students, the R was .77 on the fourteen-day test.

Findings. Although some differential beneficial effects were obtained by all the organizer groups compared with controls on adjusted mean scores, factorial analysis of covariance yielded no significant differences with respect to the organizational aids. Significant differences were obtained, $p < .001$ for retention levels, favoring groups taking the test at the three-day interval and again at the fourteen-day interval. It was concluded that part of their gain on the second test was due to receiving complete feedback on their first performance. Significance also was obtained when groups were compared on delayed retention group scores, $p < .05$. No significant difference for reading or verbal I. Q. levels were found (linearity tests for levels of verbal I. Q. and reading comprehension were significant, $p < .001$). All interactions were nonsignificant.

Conclusions. Although positive effects of the organizers appeared for all the organizer groups on the adjusted mean scores, significance was not obtained. Possibly this was due to insufficient emphasis of the organizers, their initial impact upon cognitive structure minimized by being attached to the learning passages. Retention set and internal sequential organization of the learning materials may have had leveling effects. Functionally related to verbal concept acquisition in this study were verbal I. Q., reading comprehension, feedback, and three-day retention interval.

Recommendations. Further study with organizational aids was recommended: Presenting the organizers on two separate occasions; drawing attention specifically to the generalizations and principles contained in the organizers; and testing each one of the organizers separately against control groups might produce significance.

Each student was pretested by reading orally a 530 word selection measured at 7th grade readability on the *Fry Readability Graph*. Each selection was recorded on tape for later checking and analysis. The miscues for each subject were then analyzed using the *Reading Miscue Inventory*. Following the pretest, the experimental group was exposed to a series of lessons, 4 times a week for 5 weeks. The duration of the lessons was 30 - 35 minutes. The purpose of the instruction was to: (1) Acquaint the students with the three cue systems, (2) Give practice to the student in recognizing his/her own problem areas in the reading material, and (3) Allow the student to practice classifying his/her own reading problem areas according to the three cue systems.

The instructional strategies used to accomplish the instructional objectives were: (1) Cloze selections with substitutions already present; (2) Cloze selections to be filled in by the student; (3) Training tapes allowing practice in identifying oral alterations in text; and (4) Application in silent reading through reader selection of miscues.

The data were analyzed using factor analysis which used the subprogram FACTOR, contained in *SPSS, Statistical Package for the Social Sciences*. One way analysis of variance was used to test for significant differences in the three cue systems.

The following conclusions were drawn: (1) Analysis of the pretest data indicated the presence of five factors. The posttest control group exhibited four factors; the experimental group exhibited three factors, which indicated a significant change in factor scores. (2) The shift in number and structure of factors had to be controlled before testing for significant differences in cue system usage. When this shift was controlled, there was no significant difference in graphophonic, syntactic, or semantic cue usage between the experimental and control groups. (3) The between trial changes (pre- and posttest) showed a change at the .05 level of significance for three out of five factors. This indicated a similar change in factor reduction occurred for both groups. However, the experimental group had moved more rapidly in this direction. (4) The experimental group had reduced the number of factors to three. Each one of these factors related directly to one of the cue systems. This indicated the ability of the experimental group to use the cue systems in a more efficient manner.

MOTIVATION STRATEGIES: THE PERCEPTION OF ADMINISTRATORS AND TEACHERS AS TO THE EFFECTIVENESS OF SELECTED INSTRUCTIONAL STRATEGIES FOR MOTIVATION OF STUDENTS TO READ Order No. 8016075

THEIN, MARGUERITE NYUN, ED.D. *Brigham Young University*, 1980. 132pp. Chairman: R. Wayne Shute

The purpose of this study was to determine if significant differences, if any, exist between the perception of administrators and teachers regarding the effectiveness of selected instructional strategies to motivate students. To achieve this purpose an instrument to be used as a questionnaire was constructed by the researcher, evaluated by a panel of experts, and distributed to administrators and teachers of the senior high schools. The data were then subjected to statistical analysis.

It was found that there were no significant differences in the perception of administrators and teachers regarding three of the selected strategies. However, there were significant differences in perceptions in two strategies.

It was concluded that the five selected strategies are considered effective strategies. These positive strategies should be used to motivate students.

AN ANALYSIS OF STUDENT SELF DIAGNOSIS OF READING PROBLEMS USING MISCUE TECHNIQUES Order No. 8027028

WEED, FLOY BAUGHMAN, ED.D. *University of Houston*, 1980. 126pp. Chairperson: Dr. Douglas Tomas

The purpose of this study was to determine the effect of direct instruction in the use of the reading cue systems, i.e., the graphophonic, the syntactic, and the semantic cue systems. This effect of instruction on the individual reader was measured by a change in the factor scores as derived from data obtained from the *Reading Miscue Inventory* by Goodman & Burke (1972). This study attempted to ascertain if such instruction would assist elementary school readers to modify appropriately their reading strategies through self diagnostic techniques. The study primarily focused on the difference in factor patterns obtained as a result of the instructional program. Research hypotheses also considered different scores on variables used to measure graphophonic, syntactic, and semantic cue usage. Pretest-posttest control group design was used to compare the performance of experimental and control groups.

Two heterogenously grouped fifth grade classes from a southeast Texas surburban school district were used for the experimental and control groups. A total of 44 subjects were used.

AN INVESTIGATION INTO THE ABILITY OF GOOD, AVERAGE, AND POOR COMPREHENDERS AT THE EIGHTH-, TENTH-, AND TWELFTH-GRADE LEVELS TO UTILIZE SYNTACTIC AND SEMANTIC REDUNDANCY AS PSYCHOLINGUISTIC READING STRATEGIES Order No. 8029164

WIELAN, OTTO PAUL, PH.D. *University of Georgia*, 1980. 134pp. Director: Bob W. Jerrolds

The purpose of this investigation was to examine the abilities of good, average, and poor comprehenders at the eighth-, tenth-, and twelfth-grade levels to utilize syntactic and semantic redundancy as reading strategies. Of corollary interest was the effect of grade level placement on redundancy strategies for subjects with equivalent comprehension levels. Additionally, the relationship of syntactic to semantic scores for good, average, and poor comprehenders, and the relationships of syntactic to semantic scores for eighth-, tenth-, and twelfth-grade students were explored.

The subjects for the primary phase of this study were 180 eighth-, tenth-, and twelfth-grade students selected from a northeast Georgia high school. A second sample of 60 eighth-, tenth-, and twelfth-grade students with equivalent comprehension levels was also drawn from the population. The basis for determining the reading levels of these students was *The Nelson-Denny Reading Test*. The instruments used for data analysis were six modified cloze tests, a set of two designed for each grade level. Three passages were examined to identify the syntactic elements and three passages were examined to identify the semantic elements. To construct the cloze tests, an every fifth word deletion pattern was employed on the targeted structural and semantic elements. The 180 subjects were requested to complete two modified cloze tests, a syntactic and a semantic, randomly distributed from the appropriate grade level cloze passages. The second sample of 60 equated comprehenders was presented two cloze tests, a syntactic and a semantic, from the eighth-grade level set.

The results of the present study indicate that grade level placement had a fairly moderate and statistically significant effect on secondary students' abilities to utilize syntactic and semantic redundancy. A comparison of group means revealed that two stable mean differences existed. Students in the twelfth-grade group achieved appreciably higher scores on the two measures than did their eighth- and tenth-grade counterparts. Findings also indicate that comprehension level had a moderate and statistically significant impact on secondary students' abilities to employ syntactic and semantic redundancy strategies. Good comprehenders scored considerably higher on both tasks than did average and poor comprehenders. In addition, average comprehenders outscored poor comprehenders.

The results of the study further suggest that grade level placement did not significantly affect use of syntactic and semantic redundancy when level of comprehension was held constant. No differences on either the syntactic cloze test or the semantic cloze test were discerned between eighth-, tenth-, and twelfth-grade students who were reading at approximately the eighth-grade level. It was also found that syntactic and semantic cloze scores were not more positively related between grade level placement groups or between comprehension level groups.

THE EFFECT OF REDUCED READABILITY TEXT MATERIALS ON COMPREHENSION AND BIOLOGY ACHIEVEMENT

Order No. 8022526

WRIGHT, JILL DIANE, PH.D. *The University of North Carolina at Chapel Hill*, 1980. 152pp. Supervisor: Dr. Paul B. Hounshell

The purpose of this study was to investigate the effect on comprehension and biology achievement of providing high school students with materials written at a lower level of readability than that of their assigned biology textbook. Biology students (N = 265) from two high schools in Alamance County, North Carolina, served as subjects.

Two chapters from the textbook, *Modern Biology* (fifth edition) were rewritten to an average readability level of sixth grade, as judged by Fry's Readability Graph. Comprehension of both original and rewritten materials was tested by means of cloze passages. Cloze tests were constructed for both technical and non-technical passages.

Subjects were placed in one of two comprehension groups (adequate and inadequate) on the basis of cloze test scores on the original text material. Subjects were also divided into strata according to the biology class which they attended and then randomly assigned to experimental and control groups. This resulted in the formation of four groups: two experimental groups (adequate and inadequate comprehension) and two control groups (adequate and inadequate comprehension).

A folder containing the rewritten chapters was issued to each experimental-group student. A similar folder containing a mimeographed copy of the original text was given to each student in the control groups. Students used the issued materials, instead of the assigned textbook, for approximately four weeks. No other changes in instructional materials or methods were instituted. At the conclusion of the unit of study, biology achievement was measured by scores on a unit test, jointly designed by the teachers in the study and the researcher.

Major findings of the study were as follows: (1) The textbook, *Modern Biology* (fifth edition) had an average readability level of 12th grade and was being used by students in the 9th and 10th grades. (2) Two-thirds of the 265 subjects experienced difficulty in comprehending, at the instructional level, their assigned biology textbook. (3) Cloze score comparisons between original and rewritten materials revealed that the rewritten materials were significantly easier to comprehend than the textbook, $p < .001$. This finding held true for both students who could comprehend satisfactorily the assigned biology textbook and those who could not. (4) Students demonstrated significantly better comprehension of both technical and non-technical passages that had been rewritten to a lower level of readability. However, technical passages received significantly lower comprehension scores than did non-technical passages at the same level of readability. (5) Biology achievement was not significantly changed when students used the reduced readability materials, instead of the assigned textbook, for approximately four weeks.

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